



**South Carolina
Alternate Assessment
(SC-Alt)**

SC-Alt Social Studies Assessment and Instructional Support Guide

Grade 7

2014

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Introduction

The South Carolina Alternate Assessment (SC-Alt): Social Studies Assessment and Instructional Support Guide document was developed to provide guidance to teachers for including students with significant cognitive disabilities in challenging academic instruction. The South Carolina social studies standards are prioritized for students participating in the alternate assessment. These prioritized standards, referred to as *essential concepts*, preserve the essence of the grade-level expectations while narrowing the depth and breadth of content students with significant cognitive disabilities are exposed to during instruction and assessment. This document is intended to make the South Carolina social studies standards accessible to students with significant cognitive disabilities for classroom instruction and assessment development. This support guide identifies essential concepts, by grade level and standard, which are important for students participating in the alternate assessment to have exposure to during instruction. Teachers should use this document in conjunction with the *Social Studies Standards Support Document*, which contains the complete list of concepts students in South Carolina are expected to be taught.

For each standard, literacy skills have also been prioritized to reflect skills that are meaningful in post-secondary life. For each literacy skill identified, an instructional activity has also been provided at the concrete symbolic communication level. The intent of providing these activities is to assist teachers in linking their instruction to the identified literacy skills and essential concepts. The activities provided are intended to serve as a model of how to braid literacy skills and social studies essential concepts into instruction. There are many ways in which skills and concepts can be incorporated based on student's individual learning styles and needs. The activities have been provided as examples with the intent that teachers will differentiate the activities both for the diverse learning needs within the "concrete symbolic" group of students as well as to make the skills and concepts accessible and meaningful for students in the pre-symbolic and abstract symbolic levels of communication. It is important to understand that students are not expected to rote recall the specific information included in sample activities. This information provided is intended to demonstrate how the prioritized literacy skills can be reinforced through the content identified in the standard. The complete list of literacy skills for the Social Studies standards can be found in the *Social Studies Standards Support Document*.

Standard—The general education standard from which the essential concepts are derived

Essential Concepts—The narrowed scope of content for instruction to be based on

Literacy Skills Addressed—The prioritization of literacy skills, which lend themselves to being incorporated into the standard and have relevance to the student's academic and post-secondary life

Application of the Literacy Skills—Specific examples demonstrating the relationship of the skill to the essential concepts

Abstract Symbolic—Students who use *abstract symbolic* communication are those who typically use a vocabulary of pictures, picture symbols, and words to communicate. They recognize some sight words and numbers and understand abstract concepts such as yesterday and happy or sad.

Concrete Symbolic—Students at the *concrete symbolic* level of communication are beginning to use pictures or other symbols to communicate. They primarily use *concrete symbols* (e.g., eat, drink, play, more).

Pre-Symbolic—Students at the *pre-symbolic* level may not yet have a consistent system of communication. They may use gestures, an eye gaze, and purposeful movement toward objects and sounds to indicate wants or needs. For example, students may point to or hold up a cup to indicate they

are thirsty. Some students at the *pre-symbolic* level of communication may still be at the awareness level of communication and may communicate by crying or vocalizing, but they may not yet be able to demonstrate purposeful communication.

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South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 7: Contemporary Cultures: 1600 to the Present

Standard 7-1: The student will demonstrate an understanding of the growth and impact of global trade on world civilizations after 1600.

It is essential for students to know: European nations began to **explore** the world in the 1500s and 1600s to try to make their **mother countries** wealthy (7-1.3). To start exploring the world, Europeans began using new technologies like ships and compasses to help them travel by sea. They also had new **weapons** like guns and cannons to help them take over land (7-1.2). To help their nations become rich, the Europeans went to Asia, the Americas, and Africa. In Asia, Europeans went to **trade** to get goods to sell in Europe for money. In the Americas, they set up **plantations** to grow cash crops and get **raw materials** that could be brought back to Europe to make money. In Africa, the Europeans began the **slave** trade as another way to make money. During this system of trade, the influence of the Europeans had many **effects** on these places. In Asia, they introduced Christianity, which upset Asian rulers. In the Americas, the Europeans also introduced Christianity as well as their languages and **government** systems. In Africa, the slave trade, which Europeans introduced, led to a major decrease in population and other problems for Africans (7-1.5). Out of this system of trade, people started their own private businesses trying to make money for themselves instead of making the mother country wealthy (7-1.4).

Literacy Skills Addressed by This Standard

- Identify and explain the relationship among multiple causes and multiple effects.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.
- Examine the costs and benefits of economic choices made by any society and how those choices affect overall economic well-being.
- Identify the location of places, the conditions of places, and the connections between places.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain the relationship among multiple causes and multiple effects.

- Using picture sentences, have students answer why (causes) citizens began working for personal wealth instead of making the mother countries wealthy.

Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Trading Goods and Services

- To introduce the idea of trade, assign students different roles in the group (e.g., hut builder, gardener, hunter, baker, clothes maker). Give students an object that represents their role in the group (e.g., ruler for the hut builder, seeds for the gardener).

- Explain that people wanted to make their lives easier. They didn't want to do everything themselves. Trading goods and services is one way to accomplish this. If you like to build huts but don't like to make clothes, then you might trade building a hut for some clothes.
- Have students make some trades with each other. To help this activity be more concrete, make cards with each student's goods or services to trade (e.g., cards for the gardener might have a picture of vegetables).
- Record the trades on the board (e.g., vegetables were traded for a loaf of bread). To conclude, discuss how some trades are fair (e.g., bread for meat) and some trades are unfair (e.g., hut for vegetables).
- Give students some modern-day examples of trades and have them decide if the trades are fair or unfair (e.g., a five-cent baseball card for a five-cent football card, a small rock for a diamond ring, a banana for an apple, a \$3 book for a \$100 stereo). The need for trades to be fair is what led to modern-day money.

I Have No Money—Will You Take Wampum?

- Briefly define the following words: goods, services, trade, and currency. Ask for examples from the students' lives that illustrate the following situations:
 - Money for services (e.g., "I mowed Grandma's lawn. She paid me \$5.")
 - Goods for goods (e.g., "My friend traded me two baseball cards of his for a special one of mine.")
 - Services for goods (e.g., "I helped our older neighbor clean her garage, and she gave me an old baseball mitt that belonged to her son.")
- Ask/discuss how many of the situations recorded could not have taken place before money came into being (e.g., money for service). Ask/discuss how people long ago acquired goods and services without coins or currency. Note which student ideas are examples of barter and which use a medium of exchange (money). Point out that money can be more than coins and currency.
- Money in early North America looked very different than money today. Read the folktale *The Wampum Bird*, which describes the origin of wampum (<http://www.kahonwes.com/iroquois/wampum.htm>).
- Describe the role wampum has played throughout history. Information is available at several websites on the Internet using the keywords "History of Wampum."
- Extension activity—Construct strings of wampum with purple and white construction paper. Cut 8" long slender triangles with a 3/4" to 1" base. Roll paper strips around a pencil to curl. Tighten a bit, but leave space for yarn to pass through the "bead." Glue in place. String the paper beads on a piece of yarn.

Examine the costs and benefits of economic choices made by any society and how those choices affect overall economic well-being.

The Three Little Pigs and Costs and Benefits

- Read the story of the *Three Little Pigs* to introduce the idea of cost (i.e., what you give up when you decide to do something) and benefit (i.e., something you want).
- Using the three pigs in the story (and the decisions they made), ask questions to help students understand the idea that the decisions the pigs made had both costs and benefits.

- Here's an example from the first pig in the story. After reading the story, ask: **Would you build a house that you knew a wolf could blow down?** [No.] **Why did the first little pig build his house of straw?** [*Remind the students that the first little pig wanted to get done fast so he could play.*] **When he built his house out of straw he had the BENEFIT of being able to play all those other days! He made a decision, and the COST of that decision was that the wolf could blow his house down.**
- A link to a lesson plan using the story of the *Three Little Pigs* is available at EconEdLink (<http://www.econedlink.org/lessons/index.php?lid=282&type=educator>).

Identify the location of places, the conditions of places, and the connections between places.

- Using a three-column T-chart and pictures, compare the economic similarities and differences of Europeans traveling to Asia, Africa, and the Americas.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 7: Contemporary Cultures: 1600 to the Present

Standard 7-2: The student will demonstrate an understanding of the concepts of limited government and unlimited government as they functioned in Europe in the seventeenth and eighteenth centuries.

It is essential for students to know: There are two different types of government: **unlimited government** and **limited government** (7-2.1). In an unlimited government, rulers have all the power to make laws. In a limited government, citizens have **rights** and help make **laws**. Advances in science and math during the **Scientific Revolution** led people in Europe to question and challenge old belief systems (7-2.2). The Scientific Revolution **influenced** thinkers of the **Enlightenment**, such as John Locke, to question old government systems that were unlimited governments. They began to think about the rights of citizens and began supporting the use of limited governments (7-2.3). The English Civil War began because citizens wanted to limit the power of the king. The outcome resulted in a limited government where citizens made laws and had rights (7-2.4). These events led to the American and French Revolutions and the development of limited governments with **constitutions**. A constitution is a document that lists the laws and rights of citizens (7-2.5).

Literacy Skills Addressed by This Standard

- Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.
- Identify and explain the relationship between multiple causes and multiple effects.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.

- Use a two-column chart with unlimited government in one column and limited government in the other column. Match ideas to each. For example, a picture of a king on a throne for unlimited government and a picture of a group of people for limited government. Make connections to sixth grade content related to representative government.

Identify and explain the relationship among multiple causes and multiple effects.

- Using a graphic organizer with pictures, identify the outcomes (effects) of the Scientific Revolution, the English Civil War, and the American Revolution and how they are all related.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 7: Contemporary Cultures: 1600 to the Present

Standard 7-3: The student will demonstrate an understanding of independence movements that occurred throughout the world from 1770 through 1900.

It is essential for students to know: The French **Revolution** began because not all of the **citizens** had the same **rights**. After the success of the American Revolution, French citizens wanted their basic rights. The commoners rebelled and changed the **government** to a **limited government**. Many people were killed during the French Revolution. As a result, Napoleon, an army general, took control of the government and made himself Emperor (7-3.1). The Napoleonic Wars started when he sent French soldiers to take over other European **countries**. The French Army was eventually defeated because it tried to take over too much land. People from the countries that the French Army took over wanted to rule themselves, which is known as **nationalism** (7-3.2). Nationalism in Europe led some people in North America and South America to fight back against their European rulers because they wanted to rule themselves (7-3.3).

Note: Teach 7-3.1 through 7-3.3 as a single narrative, and 7-3.4 through 7-3.7 as a separate narrative.

Beginning in the late 1700s, new machines made products faster and easier to make, causing the **Industrial Revolution**. Places that used many machines were called **factories**. Many people got jobs in factories, but conditions were **dangerous**, hours were long, and pay was low. Factory owners got rich. **Cities** grew as people moved to them to work in factories (7-3.4). European countries with many factories needed more **raw materials** to make goods and more places to sell their goods. They began taking over other countries in Africa and Asia to get raw materials and more **markets** for their factory goods (7-3.5). Nationalism influenced people who lived in the countries taken over by industrial **nations**. They began to fight back because they wanted to rule themselves, but were unsuccessful for many years (7-3.6). Seeing the success of the European countries, the United States wanted to be a world power. The United States fought and won a war against Spain for its colonies. The United States gained more land, got more raw materials, and opened new markets (7-3.7). To prevent this trend from happening in its country, Japan built a large modern army and industrialized. (7-3.6).

Literacy Skills Addressed by This Standard

- Compare the locations of places, the conditions at places, and the connections between places.
- Identify and explain the relationships among multiple causes and multiple effects.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Compare the locations of places, the conditions of places, and the connections between places.

Timeline of Important Inventions

- Complete a timeline of important inventions (e.g., first battery, 1800; first camera, 1839; first telephone, 1876; first record player, 1877; AC electricity, 1887; first radio, 1901).
- Investigate the changes common inventions have undergone over the years (e.g., the telephone).

Then and Now

- Read a story about the lives of people before the Industrial Revolution (e.g., *Then and Now*, a 16-page non-fiction paperback written by Diana Freeman and published by Red Rocket Books, is a good story).
- Ask students how life today is different from life before the Industrial Revolution.
- Make a list of activities that students can do now that they could not do before electricity (e.g., watch television, call a friend on a phone, surf the Internet).
- Compare this list with activities that have changed little (e.g., reading a book, taking a walk, caring for a pet).
- Use a Venn diagram to compare and contrast students' responses.

Identify and explain the relationships among multiple causes and multiple effects.

- Use pictures to have the students create a Venn diagram of the causes of the French Revolution and the American Revolution. Create a second Venn diagram to compare the effects of each.
- Summarize the causes, key events, and effects of the French Revolution. Have the students do this by creating a flow chart, a cause and effect graphic organizer, or a cause and effect T-chart.

Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Workers Web

- Create a workers web with students to explore the ideas of self-sufficiency, specialization, and interdependence. You'll need a piece of cardstock for each student (approximately 4" × 11"), masking tape, a large ball of yarn, and a marker.
- Using the cardstock and marker, make a worker card for each student by writing the name of a job and pairing the word with a picture of the job. You can use modern jobs (hair stylist, nurse, car mechanic) or jobs from another time period (e.g., colonial times). Give each student a card, and have them tape it to their clothing so that others can identify them.
- With students sitting in a circle, explain that we all use goods and services. Point out the jobs of several students in the circle. Tell students to look around the circle and choose two or three workers that have goods or services they want.
- Model the following process for students and then let them try on their own. While holding onto the end of a large ball of yarn, roll it to someone in the circle that produces goods or services that you want or need. The person who receives the ball of yarn selects another worker who produces desired goods or services. Holding onto the yarn, he or she then rolls the ball to that worker. Continue rolling the ball of yarn until a "web" is formed and all students have had a turn.
- Use (or modify) the following questions to go deeper:
 - What does it mean to be self-sufficient? (*Self-sufficient means to be able to raise your own food and to produce the other products you need, and not depend on other people for trade.*)
 - What is specialization? (*Specialization is the situation in which people produce a narrower range of goods and services than they consume.*)
 - What are some of the benefits of specialization? (*Workers become more skilled and people get to specialize in work they really enjoy.*)

- What are some disadvantages to specialization? (*Sometimes people get bored doing the same thing all the time. Each person does his or her part but has to count on others to do theirs.*)
- What is interdependence? (*Interdependence is a relationship in which people are dependent on each other for work, goods, and services.*)

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 7: Contemporary Cultures: 1600 to the Present

Standard 7-4: The student will demonstrate an understanding of the causes and effects of world conflicts in the first half of the twentieth century.

It is essential for students to know: **World War I** began in Europe because countries wanted to rule themselves and feared being taken over. Many countries became involved because they had made promises to defend each other. Because of machines, many new **weapons** were developed. The United States wanted to stay out of the war, but entered the war after a series of events by Germany, such as sinking ships with American citizens on them and German threats against the United States (7-4.1). After the war was over, Germany was punished by losing land and having to pay other **countries** large amounts of money. Germany thought this was **unfair**, and this would be a cause of **World War II** (7-4.2). The **economy** of Europe was badly damaged because of World War I. Countries had to rebuild after the war and did not have enough money to buy goods made in the United States. This caused many people in the United States to lose their jobs and businesses in the United States to lose money. This was an **economic** time called a “**depression**.” This led to more economic problems around the world and became known as “The Great Depression” (7-4.3). Due to these economic problems, some countries turned to **unlimited governments** to solve their problems (7-4.4). Unlimited governments in Germany, Italy, and Japan began taking over other countries in order to get more **raw materials** and help their economies. This led to World War II, as some countries began **protecting** other countries from being taken over. During the war, Germany took over most of Europe and Japan took over large parts of Asia. The United States tried to stay out of the war but was attacked by Japan. The United States, Great Britain, and the Soviet Union fought together, as the allies, against Germany, Japan, and Italy. These countries were known as the axis powers. The United States, Great Britain, and the Soviet Union won the war (7-4.5). During World War II, Germany’s unlimited leader, Adolf Hitler, tried to have all Jewish people in Europe killed. This was known as the **Holocaust** (7-4.6). After World War II, the country of Israel was created for the Jewish people. This led to many **conflicts** in the Middle East (7-6.3). After World War II, countries in Asia and Africa that had been controlled by European powers also wanted to rule themselves (7-6.2).

Note: Narrative for Indicators 7-6-2 and 7-6-3 should be combined with narrative for Standard 7-4.

Literacy Skills Addressed by This Standard

- Compare the locations of places, the conditions of places, and the connections between places.
- Identify and explain the relationships among multiple causes and multiple effects.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Compare the locations of places, the conditions of places, and the connections between places.

- Using illustrations, compare the similarities and differences of the lives of people today and during World War I and World War II.

Identify and explain the relationships among multiple causes and multiple effects.

Use a graphic organizer with pictures to list the causes and effects of World War I and World War II.

Causes of World War I Timeline

- Have students create a timeline showing the causes of World War I. Emphasis should be on the sequence of events rather than on dates.

The following website gives reasons for the descent into war and lists the battles and dates to help with sequential order: <http://www.bbc.co.uk/history/worldwars/wwone/>

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 7: Contemporary Cultures: 1600 to the Present

Standard 7-5: The student will demonstrate an understanding of international developments during the Cold War era.

It is essential for students to know: The United States and Soviet Union had different types of governments. The United States had a representative or **democratic** government, which is a **limited government**. The Soviet Union had a **communist government**, which is an **unlimited government**. After World War II, the United States and Soviet Union disagreed about what type of government should be set up in Germany. This led to Germany being split into two **countries**: East Germany and West Germany. West Germany was a democratic country that became an ally of the United States. East Germany was a communist country that became an **ally** of the Soviet Union (7-5.1). The United States and the Soviet Union became the most powerful countries in the world. They both tried to get other countries to follow their types of government (7-5.2). This led to **conflicts** all over the world (7-5.3). For example, after World War II, Korea was divided into two countries: North Korea and South Korea. The United States set up a democratic government in South Korea. The Soviet Union set up a communist government in North Korea. North Korea attacked South Korea and a war began. A similar situation took place in the country of Vietnam (7-5.4). The **Cold War** began to come to an end when people living in communist countries in Europe wanted changes to their unlimited, communist governments. The people wanted more **rights** and **power** to make **decisions** (7-5.5). Beginning with the fall of the Berlin Wall in 1989, communism ended in almost all of these countries and the Cold War eventually came to an end (7-6.1).

Note: Narrative for Indicator 7-6-1 should be combined with narrative for Standard 7-5 to provide continuity.

Literacy Skills Addressed by This Standard

- Identify and explain relationships with multiple causes and multiple effects.
- Explain multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Compare the locations of places, the conditions at places, and the connections between places.
- Explain the difference between fact and opinion.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain relationships with multiple causes and multiple effects.

Pictures From the Cold War

- Show students a picture of an American airplane (1940s) and a picture of two children divided by a fence. To view these pictures, visit the webpage “The Cold War for Kids & Cold War Middle School Lessons” (<http://www.coldwar.me/coldwarforkids.html>). To help students develop an understanding of some of the causes and effects of the Cold War, use the following questions with the pictures.

- **Why did U.S. Air Force planes drop candy on Germany, a country in Europe?** (*After World War II, Germany and its capital, Berlin, were divided. The Soviets controlled a part of Berlin, and the United States and its allies controlled the rest. In 1948, the Soviets blocked all the roads into Berlin, cutting off supplies to the city. To keep supplies coming into the city, the United States flew supplies into the city using airplanes. American pilots were known for dropping candy with little parachutes from their planes for the children of Berlin.*)
- **Why were these children separated by a fence?** (*Berlin was divided into two parts: East Berlin and West Berlin. An actual wall was built that separated not only land and buildings, but also people. Many years later, this wall was taken down, but the city of Berlin is still divided today.*)
- Emphasize that the United States and the Soviet Union disagreed about many things. Ask students to think about a disagreement they have had with another person (e.g., friend, classmate, sibling). How did they resolve the disagreement? Say that the United States and the Soviet Union disagreed about how Berlin, the capital of Germany, would be run. They solved their disagreement by dividing the city into parts. Ask students if they think this was a good way to solve the disagreement.

Explain multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

The Red Iceberg

- Show students the 1960 comic book cover titled “The Red Iceberg” (<http://www.flickrriver.com/photos/7369520@N05/425612486/>). Explain that many American children might have seen this comic book. The cover presents communism as an iceberg that could sink America. The other countries involved in the Cold War are represented with tombstones.
- Discuss how the cover uses bias to get the author’s point across. Bias is an attitude that favors one way of thinking over another. Explain to students that the way they feel about something affects their bias.
- Ask students if they think children from the Soviet Union would have felt this way. Why or why not? Make this activity personally relevant by using a modern-day example of bias familiar to students.

Compare the locations of places, the conditions of places, and the connections between places.

- Color and code a map of Europe showing countries of Western Europe in one color and labeled “Democratic” and countries of Eastern Europe in another color and labeled “Communist.” Compare life in democratic and communist countries.

Explain the difference between fact and opinion.

Fact vs. Opinion

- Read an entry from *The Diary of Anne Frank* to the students. Teachers may want to read from the original version or find an adapted version of the book.
- Select several sentences (some fact, some opinion) from the entry ahead of time. Shorten and simplify sentences, if needed.

- After reading the entry, present the sentences one at a time to students (e.g., write on the blackboard or whiteboard, use sentence strips).
- Ask students to identify/sort the sentences into two columns: facts and opinions. To help students understand the difference, tell them facts are statements that can be proven (e.g., looked up in the encyclopedia or dictionary) and opinions are what someone believes or thinks. Many times, statements of opinion include the words “think” or “believe.”

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 7: Contemporary Cultures: 1600 to the Present

Standard 7-6: The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes as well as the advancements that have taken place throughout the world from the fall of the Berlin Wall in 1989 to the present day.

It is essential for students to know: Communism ended in almost all of these countries and the **Cold War** came to an end (7-6.1). After World War II, countries in Asia and Africa that had been controlled by European powers wanted to rule themselves (7-6.2). After World War II, the country of Israel was created for the Jewish people. This led to many conflicts in the Middle East (7-6.3).

Note: Narrative for Indicator 7-6.1 should be combined with narrative for Standard 7-5 to provide continuity.

Note: Narrative for Indicators 7-6.2 and 7-6.3 should be combined with narrative for Standard 7-4.

Literacy Skills Addressed by This Standard

- See Standards 7-4 and 7-5.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

- See Standards 7-4 and 7-5.